



Composition		Transcription	
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<p>To know the following terminology preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or speech marks)</p> <p>-Identify clauses in sentences. - Explore and identify main and subordinate clauses in complex sentences. - Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. -Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. -Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. - Use inverted commas to punctuate direct speech (speech marks). - Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). -Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. -Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. -Explore and collect nouns with prefixes super and auto and sub.</p>	<p>Planning</p> <ul style="list-style-type: none"> - Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. -Discuss and record ideas for planning using a range of formats. <p>Drafting and writing</p> <ul style="list-style-type: none"> - Create and develop settings for narrative. - Create and develop characters for narrative. - Improvise, create and write dialogue. -Create and develop plots based on a model. -Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. -Group related material into paragraphs. -Use headings and sub headings to organise information. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> -Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. <p>Performing</p> <ul style="list-style-type: none"> - Use appropriate intonation, tone and volume to present their writing to a group and class. 	<ul style="list-style-type: none"> -Use further prefixes pre-, dis- mis- , re- , sub-, super-, auto- and understand how to add them. -Add suffixes beginning with vowel letters to words of more than one syllable. -Use suffixes –ly, –less and –ous and understand how to add them. -Know the suffix –ly is added to an adjective to form an adverb. <ul style="list-style-type: none"> -Spell words containing the /ʌ/ sound spelt ou, e.g. young, touch, double. -Identify and spell words with the //j/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. -Spell words with the /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. - Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey -Spell homophones/near homophones – break/brake, great/grate, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, heal/heal/he'll, plain/plane, groan/grown, rain/rein/reign, berry/bury -Use the first two letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. -Spell words from the Year 3 list (selected from the statutory Year 3 /4 list) – see below. 	<ul style="list-style-type: none"> -Form and use the four basic handwriting joins. - Write legibly.

English

Key Learning Indicators of Performance in Writing: Year 3

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